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| **Introducing the Text**  *Provide the readers with an understanding of the overall meaning of the text, pointing out aspects that may be new, involving them in a conversation that gets them thinking about the meaning, language and print, and encouraging their interest in the book.* | * Explore important concepts and ideas. * Guide the readers to think about important aspects of the text. * Help readers understand how the text works * Activate the content and literary knowledge readers bring to the reading experience * Encourage personal connections and help readers make them. * Help readers make connections * Provide essential new information that readers need to understand the text * Help the readers understand the organization of the information * Enable readers to hear new language structures or words * Point out text or print features and tools that parallel or add to the meaning of the text * Help readers discover information in the art or illustrations or other graphics such as maps, charts, graphic cutaways * Draw attention to accuracy or authenticity of the text, writer’s credentials, references, presentation of evidence as appropriate * Get readers to think about qualities of the author’s craft. |
| **Reading the Text**  *The readers engage in a variety of strategic actions to process the whole text or a unified part of it. You may listen to one individual at a time process part of the text, or listen in on all of them if they are whisper reading. You may also engage in brief teaching interactions to support effective reading actions.* | * Prompt readers to initiate problem solving actions * Demonstrate effective ways to search for and use the information in the text * Demonstrate effective reading * Reinforce effective problem solving of words using the meaning, language and print * Confirm the reader’s attempts at problem solving on their own * Demonstrate, reinforce, or prompt using self monitoring or checking strategies to ensure meaning making * Observe effective reading behaviors * Interact with individual readers very briefly around the text meaning * Demonstrate, reinforce, or prompt using punctuation to aid meaning, reading with phrasing, pausing appropriately, stressing the correct words, or using expression. |
| **Discussing and Revisiting the Text**  *You and your students participate in a brief, meaningful conversation about the text. Students may also revisit the text to clarify or locate information or to provide evidence for their thinking.* | * Invite personal response and sharing of understanding * Model and promote response to the meaning and language of the text * Encourage readers to search for new information * Probe readers to support thinking with personal experience or evidence from the text * Demonstrate or prompt students to explore the writer’s deeper message * Encourage readers to make predictions and inferences * Encourage readers to express their opinions and clarify their thinking * Prompt readers to make connections with their own lives and with other texts * Demonstrate and prompt students to analyze and critique the writer’s craft * Encourage readers to listen to and build on one another’s thinking |
| **Teaching for Processing Strategies**  *You provide a brief, explicit teaching point focused on any aspect of the reading process. Teaching is grounded in the text students have just read, but readers go beyond it to understand something important and useful.* | * Revisit the text to demonstrate any aspect of reading, including all systems of strategic actions * Solving words * Monitoring and checking * Searching for and using information * Remembering information-summarizing * Maintaining fluency * Predicting * Making connections * Inferring * Synthesizing * Analyzing * Critiquing * Adjusting reading-purpose and genre * Explicitly reinforce or demonstrate strategic actions using any part of the text that has just been read. |
| **Working with Words (optional)**  *You may provide one or two minutes of work with words. Teaching may focus on any aspect of word solving and is not related to words in the text that has just been read.* | * Teach any aspect of taking words apart-letter/sound relationships, using analogy, using word parts * Students work with words in a “hands on” way * Students develop flexibility and fluency in using word solving strategies * Have students sort letters according to specific features. |
| **Extending Understanding of the Text (optional)**  *You invite students to extend understanding of the text through further talk, drawing or writing. Often, you will work with students to demonstrate ways of writing about texts.* | * Use writing, drawing, or extended talk to explore any aspect of understanding about the text. * Use writing or drawing as a basis for further talk about texts. |